Handout 6.3

Noncoaching Culture or Coaching Culture?

Place your PLC on each of the continuums.

Noncoaching

Every PLC in the school continually completes the same activities. Classrooms are expected to look the same. Classrooms are expected to look the same. N The PLC focus is on student test gains with no consideration of professional development effectiveness. Data are limited to test results and behavior. PLC activities are restricted to reading, study, and discussion with no accountability for classroom implementation. N C Educators seldom reflect upon, document, or revisit decisions. N C Tachers share superficially and avoid questioning each other's practices. N C Teachers share superficially and avoid questioning each other's practices. N C PLC time consists of sharing of opinions without outside resources such as bright out outside resources such as they do not know the answers—only then can PLCs recognize when they need outside assistance to help all students achieves. N C RAttendance is sporadic. Teachers either do not find the meetings valuable, or they lack trust. N N Members are willing to admit when with they do not know the answers—only then can PLCs recognize when they need outside assistance to help all students achieve. N Attendance is sporadic. Teachers either do not find the meetings valuable, or they lack trust. N N Members are willing to admit when they do not know the answers—only then can PLCs recognize when they need outside assistance to help all countries and for the place of the group. Members welcome being held accountable to use what they learned and share student results with the team. N Members recognize and respect that there may be many paths to the same end, but they are willing to sacrifice individuality if it interferes with the needs of the group.	N					C	
The PLC focus is on student test gains with no consideration of professional development effectiveness. Data are beliefs, challenge ideas, and disagree with each other as part of their mutual commitment to adult learning and improved student achievement. N	completes the same activities. Classrooms are expected to look the				tool for making better decisions and use a framework such as type to communicate more clearly and		
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